

Summarised inspection findings

Our Lady of Peace Primary School and Nursery Class

Renfrewshire Council

17 December 2019

Key contextual information

Our Lady of Peace is a Roman Catholic Primary School situated in the Parish of St Conval, in the community of Linwood, Renfrewshire. Its associated secondary school is St Benedict's RC High School. The acting headteacher has been in post since May 2019. The senior leadership team comprises the headteacher, a deputy headteacher and a principal teacher. In September 2019, the school roll was 236, divided between ten classes. Thirty per cent of children who attend the school live at addresses designated as SIMD deciles 1 and 2.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The acting head teacher has quickly understood the school community and has established himself as a caring, compassionate and motivated leader. The leadership team is well respected, approachable and has a visible presence around the school, creating an atmosphere of trust and collegiality. In the short time they have been working together they have continued to develop leadership skills in staff and in children.
- Senior leaders, in consultation with staff, children and parents developed the school vision a few years ago. At the same time school values, underpinned by the Gospel values, were identified. These, along with the school aims are reviewed annually by staff and discussed with the parent council. Statements are visible throughout the school and recent discussions with children have focused on a 'Value of the month' to increase their knowledge and awareness of what these mean to them. It would be helpful to review the vision, values and aims fully with all stakeholders to ensure that they evolve with the schools changing context and are pertinent to the current school community. This will provide an opportunity to develop them in a way which is relevant and understood by all.
- The current school improvement plan focusses on three main priorities: improving readiness to learn, developing the health and wellbeing pathway and raising attainment in literacy and English. Planning has been streamlined to ensure that the priorities are focused and manageable. These priorities have been identified in consultation with staff, children, parents and partners largely as a result of analysing attainment data and identifying areas of the curriculum where improvements are required. There are regular opportunities for collegiate self-evaluation within the school which supports the pace of implementation and also informs priority areas for improvement. While there are opportunities for teachers to work alongside stage partners teachers would also benefit from opportunities to consider improvements across early, first and second levels. Teachers play an active part in the St Benedict's cluster, benefiting from a wide range of opportunities for moderation activities and professional discussions. These have led to the development of a cluster plan. Senior leaders should now, as planned, continue to develop the cycle of self-evaluation for

improvement across all areas of the school to ensure that planned improvements are monitored more effectively and lead to the desired outcomes.

- Annual professional review and development discussions, linked to the General Teaching Council for Scotland (GTCS) standards, ensure that all teachers regularly reflect on their practice and engage in appropriate professional learning. As a result staff regularly and enthusiastically take on leadership roles linked clearly to their own skills and interest and in most cases, also to school improvement priorities. Staff appreciate the support provided by colleagues in, for example, their role as champions and leaders in specific areas such as literacy and numeracy. Staff feel empowered by these opportunities to lead areas of improvement in the school. This has extended to leadership roles within the local authority. We have discussed the need to consider carefully the diverse range of leadership opportunities across the school ensuring that they link appropriately with identified school improvement priorities and that they are monitored and evaluated fully.
- Within the collegiate calendar there are opportunities for teachers to share their professional learning and to engage with a peer observation programme across the school. Senior leaders should continue to develop this approach, sharing the main messages and themes across all teachers to enable a greater degree of consistency across the school.
- Children are encouraged to take part in citizenship groups where they focus on improving the learning experience and environment. This has led to the creation of the 'perfect 10' strategy. The principle behind this is to enable children to reflect on their engagement in class. Senior leaders should now review this to ensure that it fully reflects current national inclusive practice guidance. Children in P6 take their roles as Playmakers very seriously, undergoing training by former pupils and completing pre and post evaluations. Children's views are sought in a variety of ways, formally and informally. For example through assemblies, post it notes in a box or through the pupil council. These, and other leadership roles, could be further developed to ensure that children are empowered to be further involved in influencing improvement and change in their school.
- All staff have a clear understanding of the social, economic and cultural context of the school. They were consulted with regard to the identification of interventions and distribution of the Pupil Equity Fund (PEF) allocation. There would be benefit in more rigorously and systematically evaluating the impact of interventions supported by this fund to ensure improved outcomes for targeted children.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff at Our Lady of Peace Primary are creating a positive ethos for learning based on school and Gospel values. They strive to support children to achieve their potential, captured in the motto 'aim high'. Staff know the children, their families and community very well and identify 'wellbeing' as a key driver to support children to achieve. Children are polite, mannerly, and confidently share their views about learning and their school. Most children enjoy learning at school.
- Most children are respectful to one another and work well individually, in pairs and groups when in class. Across the school, most children are well behaved. There are caring, positive relationships between adults and children. Staff across the school use praise and encouragement effectively to build children's confidence.
- Most children are keen to learn and are attentive during teaching times. They are however, too often passive during learning experiences. In a few lessons where given the opportunity, children are actively engaged in their tasks and demonstrate the ability to become more independent. A few teachers used variety and stimulation well within lessons. Teachers have previously worked collaboratively to outline the key features of a good lesson. They should now revisit the core components of effective learning and teaching and ensure that these are applied consistently in all learning activities.
- In most lessons, the purpose of the learning activity is shared and there are examples of children helping to identify how they will be successful in their learning. There is scope to improve the quality of these approaches to help children fully understand the skills they are developing. Almost all teachers provide clear explanations and instructions. In a few classes, the majority of learners' experiences are matched to their needs and interests and effective questioning is used to develop higher order thinking skills. Improved differentiation is required to ensure appropriate levels of challenge and support are in place for all children.
- In a majority of lessons, children are offered opportunities during learning to self or peer assess their learning. Most teachers provide a range of verbal and written feedback and where this is most effective it helps children understand their progress. Most children are aware of how target setting supports their learning. At this early stage of the school year most teachers are in the process of setting literacy and numeracy targets with children. Children's 'Learning Journey' booklets offer an opportunity for these to be shared with families and to celebrate the ways children are developing their skills across the four capacities.

- Support staff support children well across the school during tasks and learning experiences. The strong positive connections they establish with children help to develop self-esteem and support learning in the classroom. There are a range of planned interventions in place to support children who face additional barriers to learning.
- Digital technologies, such as interactive whiteboards, laptops and tablets, are used to practise skills and to support and record learning. A few teachers are providing children with experiences in coding and this is engaging children's interest further in digital literacy skills. Teachers should continue to develop their use of a wider range of digital technologies to enhance learning and teaching experiences.
- At the early stages, teachers are developing their approach to learning through play. Children enjoy and engage with opportunities for choice and creativity. This approach does not yet provide children with sufficient challenge and opportunities for progression in their learning. Staff across early and first level would benefit from further professional dialogue and collaborative working with practitioners from the Early Learning Childhood Centre (ELCC). Staff should build upon prior learning more effectively across levels to support better outcomes for all children.
- Teachers plan learning across year groups. They plan for literacy and numeracy using national guidance – experiences and outcomes (Es and Os), National Benchmarks and progression pathways. Steps have been taken to reduce bureaucracy, making teachers' planning manageable. Further school improvement work to develop planning in a other curricular areas is under way to provide a clear structure and coherent framework. Teachers should now improve planning in areas other than literacy and numeracy in order to ensure that children experience fully a broad general education.
- Following guidance from the school's assessment position statement, teachers use a range of formative and summative approaches, including standardised assessments, to assess children's progress in literacy and numeracy throughout the year. There is scope to develop the use of holistic assessments, where children apply their skills across a range of curricular areas, to demonstrate knowledge and understanding. In a few classes, there is evidence of assessment information gathered being used to plan and adapt learning. Assessment information should now be used more effectively by teachers across the school to better plan and differentiate learning experiences and activities.
- Through professional learning teachers are increasing their knowledge of national standards to inform their judgement of achievement of a Curriculum for Excellence level in aspects of literacy. These professional activities are building teacher confidence and the robustness of professional judgement. Staff express how they welcome and enjoy opportunities for professional dialogue and collaborative working with colleagues within and beyond their establishment. The school is well placed to begin to widen the scope of their moderation activities to include other curriculum areas.
- Senior leaders and teachers discuss the progress and needs of each child in the school during regular termly tracking meetings. Interventions in place are reviewed and any further action required to support children's learning is considered. This is helping teaching staff feel well supported by senior leaders to address any barriers to learning in their class. There is scope to ensure these meetings inform subsequent planning of learning, teaching and assessment more effectively to secure greater pace and challenge across the school.
- There are clear approaches in place to track and monitor children's progress both at class and whole-school level using a local authority system. This provides a robust overview of all children's attainment. Within this overview, staff are able to track the progress of individual

children or cohorts of children in detail. Senior leaders and staff should now use the qualitative and quantitative assessment data more rigorously to better identify children exceeding national expectations and who require more depth and challenge in their learning.

2.2 Curriculum: Learning pathways

- The current curriculum rationale places nurturing approaches at the heart of the school community. Approaches to literacy and numeracy are well focused on raising attainment. Senior leaders should now review the curriculum in consultation with children, parents and partners, as part of a wider review of vision, values and aims.
- Current curriculum programmes recognise the central importance of clear progression pathways for literacy and numeracy, using the Renfrewshire literacy and mathematics pathways. Staff recognise that in order to ensure all children receive their entitlement to a broad general education, pathways for all other curricular areas need to be in place. Whole school development is required to design flexible pathways that meet children's needs and aspirations. As part of this, the school should review both Golden Time and mindfulness activities to ensure their relevance and effectiveness.
- Senior leaders acknowledge the need for a curricular planner to ensure clear skills progression for children. Children are not yet able to discuss their learning in terms of their developing skills and how they can be transferred to other contexts. Children would benefit from increased opportunities to learn and subsequently apply their learning in a range of contexts. There is currently limited evidence of interdisciplinary learning (IDL) that supports children to make connections in their learning.
- The school is at the early stages of developing digital technologies and outdoor opportunities to support learning and teaching. Teachers are beginning to explore activities related to science, technology, engineering and mathematics (STEM), the Career Education Standard (CES) and Developing the Young Workforce agenda. As these progress, teachers should ensure that children are able to articulate the skills they are learning and their relevance for learning, life and work. Local partnerships should be considered to support children in their understanding of the relevance of their learning to the world of work.

2.7 Partnerships: Impact on learners – parental engagement

- The supportive Parent Council is active within the school and local area and enjoy their role supporting improvements in the school. They are aware that they do not yet fully represent all parents. However, they have become a strong community working towards a shared goal. The fundraising section recently helped to fund the much appreciated trail gym and a variety of hoodies for children. Staff work very closely with the Parish of St Conval and the Diocese of Paisley, who support in the spiritual development of children, families and staff.
- Staff actively encourage parents to be involved in their child's learning and regularly seek creative ways of encouraging greater involvement. Through opportunities shared in school newsletters, parents have been consulted on homework, invited to attend lessons in school to see how pupils are taught and to read with their children..
- Staff in the school aim to be flexible in their efforts to support parents. Parents feel that communication with the school is improving. However, not all parents are able to take up engagement opportunities provided by staff during the working day. As a result, and as indicated within the school improvement plan, senior leaders are considering alternative ways to engage a wider parental body.
- An extension of the school's family learning approaches has included a drop-in session for parents providing additional information and advice regarding specific aspects of health and wellbeing. For example promoting healthy food choices, developing self-confidence and opportunities to network with other parents.
- There is a strong partnership with Active Schools which ensures that children have opportunities to participate in a variety of sports and clubs before and after school. Staff should continue to keep under review the costs of any activity to ensure equity of opportunity.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Led by the caring senior leadership team, the whole staff team is committed to a nurturing approach that is at the heart of their school community. This is based on the school's values which are rooted in Gospel values. Staff know children as individuals and are developing relationships based on trust. Staff are developing a shared understanding of wellbeing which includes supporting the wellbeing of every member of the community; child, parent and staff member. Their role in health and wellbeing as the responsibility of all should be developed further to ensure a consistent approach to the delivery of universal support across the school.
- Most children talk with confidence using the language of the wellbeing indicators and describe their relevance to them in their daily lives. Similarly, they explain their understanding of children's rights, specific United Nations Convention of the Rights of the Child (UNCRC) articles and their importance. They benefit from participating in a number of physical activities which promote physical, emotional and mental wellbeing. These are also helping to build resilience in children. A few children take a particular pride in spending lunchtimes outdoors in the daily Garden Club. Effective partnership working with the Active Schools' team supports children to access opportunities to develop further skills and resilience in other learning environments. Children describe how to keep themselves safe online and talk with insight about the importance of ensuring that their peers feel included. The 'Shout Out' wall offers children an opportunity to support the school's inclusive ethos by displaying the compliments they give about their peers, boosting self-esteem. Senior pupils demonstrate responsibility in their roles as Playmakers which they enjoy when they act as mediators for younger children in the playground. Almost all children describe their school as one where they feel safe and cared for. They state that they can talk to adults in the school and share any worries or concerns about their wellbeing.
- A range of approaches is taken across the school to support individuals in managing emotions including the use of the Den and the Sunshine Room. The use of the former should be monitored and reviewed to ensure a clarity of purpose. The support offered through the latter room is valued by children, including those who benefit from dropping in at lunchtimes. A few classrooms also offer valuable spaces which support individual children in self-regulation. Children are learning to use relaxation techniques such as mindfulness to help them prepare for learning. The quality and impact of such techniques should be monitored and evaluated. The physical learning environment of the classroom should be reviewed to ensure that the stimulus of a busy environment is not contributing to barriers to learning for some children.
- An important next step now would be to review the approaches being taken to support wellbeing across the school within the context of a clear positive relationships policy. Children in particular should be involved in the consultation and development of this policy. This needs to be embedded consistently across the school, supporting health and wellbeing as a responsibility of all.

- The progress of all children is formally monitored and tracked through discussion at termly 'Getting It Right For Every Child' (GIRFEC) meetings which support the school's staged intervention process. There is a focus on children with possible barriers to learning, including those who are care experienced. The school works hard to support a wide range of additional support needs and is supported by partners in this, including the peripatetic English as an Additional Language (EAL) service. Children with EAL benefit from targeted interventions from this service.
- A multiagency approach is successfully taken to support children with complex needs. Support staff provide valued flexible support in a caring environment. Children experiencing bereavement or loss benefit from Rainbows, a well-established practitioner led support group. Teachers use a framework for assessment of children with social, emotional and behavioural needs effectively. The school does not yet however have a clear overview of universal support and its relationship with targeted support. All staff and parents need to have a clearer understanding of the interventions and strategies being used, the individual targets being set and children's progress through these targets. This includes working in a multi-agency way for those children with individualised timetables to ensure they receive their full entitlement to education. The school should now review its support planning processes to ensure that children identified as having additional support needs have their strengths, needs and targets recorded and reviewed effectively, in line with national guidance.
- The school has identified the need to improve attendance and late-coming by considering the introduction of strategies, including a walking bus.
- Children are learning about other cultures and beliefs through presentations at assemblies and the Religious Education in Roman Catholic schools programme, 'This is Our Faith'. Teachers celebrate faith events and festivals throughout the year linked to the liturgical calendar. Staff should now develop further the curriculum to support children's understanding of issues related to equality, diversity and discrimination in a planned and progressive way.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Overall attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is good. Raising attainment in literacy has been a priority of the school improvement plan. Data provided by the school indicates that almost all children across the school attained appropriate Curriculum for Excellence levels in listening and talking. At early level almost all attained appropriate levels in reading, writing and in numeracy. Most children at first level attained appropriate Curriculum for Excellence levels in reading and writing and almost all attained appropriate levels in numeracy. At second level most children attained appropriate Curriculum for Excellence levels in reading and in numeracy and the majority attained in writing.
- Attainment data provided by the school is based on a range of standardised assessments and their professional judgement. Moderation activities with stage partners and with others across the cluster, enable staff to improve their confidence in using the National Benchmarks to assess children's progress in literacy and numeracy. The accuracy of data is further discussed at termly tracking meetings between teachers and senior leaders. Continuing to engage in collaborative moderation activities will enhance the reliability of teachers' professional judgements further.
- Effective monitoring and tracking processes of attainment in literacy and numeracy ensure that most children across the school are making good progress from prior levels of attainment. Staff are not yet tracking progress across other curricular areas.

Literacy and English

- Overall, children's attainment in reading, writing and listening and talking is good. A few children are making very good progress. The impact of the school's strategies to raise attainment in literacy is becoming evident, with improvement in attainment in reading. Literacy champions use the Renfrewshire Primary Literacy Approach to model teaching literacy which is now fully embedded across all stages. This fundamental change in the approach to teaching literacy skills has led to an increase in teachers confidence in this area of their work. As a result there are improvements in attainment in literacy over the last three years in reading at early and first levels and at second level over the last two years.

Reading

- Overall, children's attainment in reading is good. Children speak with enthusiasm about their love of reading which they attribute to the approaches adopted in the school. These include 'Community Reading' which is particularly noted by children who talk about the inviting, 'cosy' spaces available to them to encourage reading, such as 'the cave' inside a classroom and Hagrid's Hut outdoors.

- At early level, all children engage with and enjoy stories. They hear and say letter blends made by a combination of letters. They participate actively in rhymes and songs. Children would benefit from further opportunities to find and use information in a variety of ways. By the end of first level, most children read aloud fluently with expression. They identify a range of reading strategies when faced with unknown vocabulary. They are able to recognise the features of fiction and non-fiction texts and talk confidently about their favourite authors. There is scope to increase opportunities for personal choice within the texts offered to children. At second level, most children select texts for enjoyment and find information for a specific purpose. Most read with fluency, understanding and expression using appropriate pace and tone. They are developing skills in skimming and scanning, predicting and summarising. Further experience in recognising how authors use language to persuade others will be helpful. Teachers are well placed to continue to build on this increasingly successful foundation to develop further children's skills in reading.

Writing

- Overall, children's attainment in writing is good. A few children are making very good progress. At early level, almost all children use a pencil to form letters legibly with good control and confidence, leaving appropriate spaces between words when writing. They make good attempts to use phonological knowledge to write independently. Across first and second levels, children are making good progress in developing their writing skills. At first level, they organise their writing in paragraphs and write for a variety of purposes. By second level, most children write for a range of purposes for example, writing a persuasive essay about the effects of smoking. Most children make and organise notes using their own words. Teachers should proceed with their plans to prioritise the development of writing skills, including writing for a range of purposes across all curricular areas.

Listening and talking

- Overall, almost all children are making very good progress in listening and talking. Across the school, children work confidently in pairs, trios and groups, building on each other's contributions when engaged on a task. They articulate their views confidently. At early level, almost all children listen and respond appropriately when following instructions. They answer simple questions to communicate their ideas. At first level, almost all children give oral presentations and identify how to engage the audience. At second level, almost all children ask and respond to evaluative questions, with a knowledge of techniques to engage the listener. Across the school, children demonstrate skills in listening and talking in a structured learning environment. Children now need to learn to apply those skills in other contexts. Teachers should ensure that there is a robust approach to the further development of skills in listening and talking across the school.

Attainment in numeracy

- Overall, attainment in numeracy and mathematics is good. A few children are making very good progress. For those children who require support, targeted interventions help them to make progress from prior levels of attainment. Teachers are continuing to focus on developing a consistent approach to teaching numeracy skills.

Number, money and measurement

- By the end of early level, almost all children recall number sequences forwards within a range of 0-30, from a given number. Most children double numbers to a total of ten mentally. Most children use appropriate mathematical symbols correctly to record addition and subtraction. By the end of first level, almost all children identify the value of each digit in a whole number with three digits and confidently round to the nearest ten and hundred. Most children answer calculations, involving addition and subtraction, with accuracy and explain their strategies. Almost all children record amounts of money accurately using the correct notation. Most

children are confident understanding and comparing the size of fractions. Children would benefit from continuing to practice quick recall of multiplication and division facts. At second level, most children round to the nearest 1,000, 10,000 and 100,000 and confidently demonstrate their knowledge of fractions and decimal fractions. All children would benefit from further practice calculating a simple percentage of a quantity. Most children carry out calculations involving the four operations with increasing accuracy and demonstrate increasing confidence when investigating relationships between speed, distance and time. There is scope to develop further children's understanding of calculating durations of time bridging across several hours.

Shape, Position and Movement

- At early level, almost all children identify simple 2D shapes and demonstrate understanding of the language of position and direction. Across first level most children recognise and name 2D shapes and 3D objects using appropriate mathematical language. There is scope to develop children's ability to identify right angles within common 2D shapes and in their environment. At second level, most children identify a range of angles and use correct mathematical language when describing and classifying.

Information Handling

- Across the school children engage in different ways to collect, interpret and display data, including real life and outdoor experiences. At early level, almost all children collect information for a purpose independently using simple methods. By first level, almost all children record accurately using tally marks and understand information displayed within Venn diagrams. At second level, most children use the language of probability accurately to describe the likelihood of simple events occurring.

Attainment over time

- Assessment data provided by the school shows fluctuations in attainment over time. Attainment in literacy and numeracy at early level has improved in each of the last three years. At first level attainment in literacy improved over the last year. Numeracy has not improved in each of the last three years. In the latest year attainment in reading, writing and numeracy at second level improved while the percentage attaining in listening and talking declined. Attainment data gives clear information about the progress in literacy and numeracy for all children, including those facing additional challenges. Interventions which support these improvements include; small group teaching, one to one time with support staff, increased nurture support and approaches to improving attendance.

Overall quality of learners' achievement

- Children are encouraged to do their best in everything they do and recognise that their achievements are valued and respected. They enjoy seeing these being displayed in classrooms and in the school foyer. Certificates issued at assemblies, are related to their development as successful learners, responsible citizens, confident individuals and as effective contributors. These are well received by those children who are awarded them.
- All children welcome opportunities to develop their roles and responsibilities, both in class and across the school. They are keen to contribute to the life of the school, the wider community and as global citizens. They are supported to do so by their involvement in a range of citizenship groups such as 'Pride in the School', or pupil led clubs, for example the computer club for young children. Individual children talk with pride about their role as Linwood Library ambassadors.

- We have discussed ways in which staff could more effectively monitor and track achievements of children both within and outwith the school to ensure that those who may be at risk of missing out from these valuable opportunities to develop skills for learning, life and work do not do so.

Equity for all learners

- As a result of the detailed analysis and use of data staff have a good understanding of the context in which children live. A very well attended breakfast club is enabling more children to attend school more regularly, provide them with an opportunity to have breakfast with their peers and also to take part in physical activity before attending classes. This will continue to be a focus for staff in the school as they work to enable more children to be ready to learn in school.
- Staff are committed to ensuring that no child misses out on learning experiences due to financial barriers. Initiatives such as ensuring all children have access to school uniform and raising awareness of the 'cost of the school day' with staff are leading to more children feeling included as part of the Our Lady of the Peace community. Staff should continue to keep under review the costs of any activity to ensure equity of opportunity.
- Pupil Equity Funding has been used to provide a nurture teacher and inclusion support assistants to support children who are experiencing low mood, self-esteem, social, emotional or behavioural needs. Through these sessions children are taught social skills such as taking turns, sharing, cooperating and to recognise others feelings. There are plans in place to further develop strategies to support the development of positive mental health and to continue to provide targeted support in both literacy and numeracy. As a result of the schools approaches to raising attainment in literacy and numeracy the attainment gap is reducing between the least and most disadvantaged children.

Choice of QI: 2.6 Transitions

- Arrangements to support learners and their families
 - Collaborative planning and delivery
 - Continuity and progression in learning
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- Established programmes are in place and support children well in the transition from Our Lady of Peace ELCC to P1. Ongoing professional dialogue between ELCC practitioners and teachers support the transition process and ensure appropriate sharing of information. Buddy programmes are in place with older classes supporting younger children through an increasing range of activities and experiences.
 - Effective planned programmes, beginning from P5, support children's transition to St Benedict's High School. Children take part in a wide range of visits and events, including health week and the 'European Day of Languages', and have two further induction days in the summer term. Teachers and sixth year pupils from St Benedict's science department work with children to create lava lamps and participate in an IDL event looking at plastics. Cluster planning is underway to provide pupils from all linked primary schools with a pilot value-based leadership programme. A P7/S1 teacher supports the transition process over the school year. She works alongside children in P7 in the summer term and in August supports the children when they start S1.
 - School staff have developed effective approaches to support year on year transitions, including planned opportunities to spend time with new staff in new classroom environments across a week. A range of pass on information is shared and there are formal and informal discussions between class teachers. Senior leaders support staff, children and families well during transition.
 - Parents and families feel involved in a range of transition events and activities. Senior leaders offer drop in sessions for parents to discuss any aspects of their child's transition with them. Feedback and views of families are sought after transition events.
 - Enhanced transition arrangements for children who require them are provided. Senior leaders create individual arrangements which support children and families before and throughout the period of change. Where appropriate, these arrangements make good use of partnership working across a range of services, such as Homelink.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| All | 100% |
| Almost all | 91%-99% |
| Most | 75%-90% |
| Majority | 50%-74% |
| Minority/less than half | 15%-49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.